LEARNING OUTCOMES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ANXIETY, SELF-EFFICACY AND SOCIAL SUPPORT

SYNOPSIS OF THE THESIS

Submitted by

Mamta Sharma

Registration No.: **AU22EDPhD0086**

Under supervision of

Dr. Sita Devi

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION,

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

APRIL, 2024

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CERTIFICATE

This is to certify that the synopsis of thesis entitled, **"LEARNING OUTCOMES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ANXIETY, SELF-EFFICACY AND SOCIAL SUPPORT"** is an original piece of work done by Mamta Sharma under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail-Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chailchowk

Date: 7/04/2024

7/04/2024

Signature of the Supervisor

Dr. Sita Devi

DECLARATION

I hereby declare that the synopsis of thesis entitled "**LEARNING OUTCOMES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ANXIETY, SELF-EFFICACY AND SOCIAL SUPPORT**" to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Signature of the Scholar

Mamta Sharma

Place: Chail-Chowk

Date: 01/04/24

Forwarded by: Concern Supervisor

Signature of the Supervisor

1/04/2024

Dr. Sita Devi

Place: Chail Chowk

Date: 1/04/2024

INTRODUCTION

1. BACKGROUND AND CONTEXT

Secondary education represents a critical phase in students' academic journey, marked by significant cognitive, emotional, and social development. As adolescents navigate the complexities of adolescence and educational demands, they encounter various challenges that profoundly impact their learning outcomes. Among these challenges, academic anxiety, self-efficacy beliefs, and social support emerge as salient psychological factors that shape students' academic experiences and achievement trajectories.

In recent decades, scholars and educators have increasingly recognized the importance of understanding the multifaceted nature of student learning and the psychosocial factors that influence it. Academic anxiety, characterized by feelings of apprehension, fear, and stress related to academic performance, poses a pervasive threat to students' well-being and academic success. Concurrently, self-efficacy beliefs, reflecting individuals' confidence in their ability to succeed in academic tasks, play a crucial role in shaping students' motivation, perseverance, and academic achievement. Moreover, social support networks, encompassing peer, familial, and institutional sources of support, serve as vital resources that buffer against the adverse effects of academic stress and enhance students' resilience and academic engagement.

2. THEORETICAL FRAMEWORK

2.1 LEARNING OUTCOME

The concept of learning outcomes is fundamental in education and refers to the specific knowledge, skills, attitudes, and competencies that learners are expected to acquire or demonstrate as a result of engaging in a particular educational program, course, or learning experience. Learning outcomes serve as measurable indicators of what students should know, understand, or be able to do upon completion of instruction, providing a clear framework for curriculum design, instruction, assessment, and evaluation.

Learning outcomes are typically articulated in terms of observable and assessable behaviours, allowing educators to assess the extent to which students have achieved the intended

learning objectives. These outcomes may encompass a wide range of cognitive, affective, and psychomotor domains, reflecting the multifaceted nature of learning. Examples of learning outcomes include:

1. **Cognitive Learning Outcomes:** These pertain to the acquisition of knowledge, understanding, and intellectual skills. Cognitive learning outcomes may involve recalling factual information, comprehending concepts and principles, applying theories to solve problems, analysing data, synthesizing information from multiple sources, and evaluating arguments or evidence.
2. **Affective Learning Outcomes:** Affective Learning Outcomes focus on attitudes, values, beliefs, and emotional disposition. Affective learning outcomes may include cultivating empathy, appreciating diversity, demonstrating ethical behaviour, exhibiting resilience, showing curiosity and fostering a growth mindset.
3. **Psychomotor Learning Outcomes:** These relate to physical or motor skills and coordination acquisition. Psychomotor learning outcomes may include proficiency in performing specific tasks, precise manipulation of objects, accurate execution of procedures, and mastering technical or artistic skills.

Learning outcomes are typically formulated using clear and specific language, often according to the SMART criteria, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound. By articulating learning outcomes in such a way, educators provide learners with clear expectations and criteria for success, facilitating focused learning activities, instructional strategies, and assessment practices. In addition, learning outcomes serve several essential functions within the educational process:

1. **Guiding Curriculum Design:** Learning outcomes inform the development of curriculum frameworks, syllabi, and instructional materials by delineating the knowledge, skills, and competencies that students are expected to acquire within a given educational context.

2. **Informing Instructional Planning:** Learning outcomes guide the selection of teaching strategies, learning resources, and instructional methods tailored to facilitate students' attainment of specific learning objectives.
3. **Facilitating Assessment and Evaluation:** Learning outcomes serve as benchmarks against which students' progress and achievement are assessed and evaluated. Educators use various assessment methods, such as tests, quizzes, projects, portfolios, and performance tasks, to measure the extent to which students have met the stated learning outcomes.
4. **Promoting Accountability and Quality Assurance:** Learning outcomes provide a basis for accountability in education by enabling stakeholders to assess the effectiveness of educational programs, monitor student learning progress, and identify areas for improvement.

In general, the concept of learning outcomes highlights the importance of clarity, alignment, and transparency in educational planning, delivery, and evaluation. By articulating clear and measurable expectations for students' learning, educators can facilitate meaningful learning experiences, encourage students' engagement, and support the achievement of desired educational outcomes.

2.2 CONCEPT OF ACADEMIC ANXIETY

Academic anxiety refers to the experience of stress, apprehension, or fear related to academic tasks, assessments, expectations, or performance. It is a psychological phenomenon characterized by feelings of unease, worry, or nervousness specifically triggered by academic demands and pressures. It can manifest in various forms, such as test anxiety, performance anxiety, perfectionism, fear of failure, or general apprehension about academic success.

Academic anxiety involves cognitive processes characterized by negative thoughts, self-doubt, and excessive worry about academic performance, outcomes, or future consequences. Students experiencing academic anxiety may engage in catastrophic thinking, imagining worst-case

scenarios, or dwelling on past mistakes, which can impair their ability to concentrate, process information, and perform tasks effectively.

- **Cognitive Component:** Academic anxiety involves cognitive processes characterized by negative thoughts, self-doubt, and excessive worry about academic performance, outcomes, or future consequences. Cognitive Component
- **Emotional Component:** Academic anxiety elicits a range of emotional responses, including fear, nervousness, apprehension, tension, and distress. These emotions may stem from perceived threats to one's academic competence, self-worth, or future prospects, leading to feelings of inadequacy, insecurity, or overwhelm. Emotional reactions to academic anxiety can be intense and may interfere with students' ability to manage their emotions, regulate stress, or maintain a positive outlook.
- **Physiological Component:** Academic anxiety often triggers physiological responses associated with the body's stress response system, such as increased heart rate, sweaty palms, shallow breathing, muscle tension, and gastrointestinal discomfort. These physiological symptoms, commonly known as "fight-or-flight" reactions, reflect the body's adaptive response to perceived threats but can also exacerbate feelings of anxiety and discomfort, impairing students' physical well-being and performance.

Academic anxiety can arise from various sources, including:

- **Performance Pressure:** Pressure to achieve high grades, meet academic standards, or excel in competitive environments can contribute to feelings of anxiety and stress among students.
- **Perfectionism:** Unrealistic expectations of perfection or fear of making mistakes can fuel academic anxiety, leading students to set excessively high standards for themselves and experience distress when they fall short of these standards.

- **Test Anxiety:** Fear of exams, assessments, or evaluations can trigger intense anxiety symptoms, impairing students' ability to recall information, concentrate, or demonstrate their knowledge under pressure.
- **Social Comparisons:** Comparing oneself to peers, classmates, or societal norms can exacerbate feelings of inadequacy, inferiority, or self-doubt, contributing to academic anxiety.

Academic anxiety can have detrimental effects on students' academic performance, psychological well-being, and overall educational experiences. It may interfere with learning, memory consolidation, problem-solving abilities, and cognitive functioning, leading to suboptimal academic outcomes.

Moreover, chronic or severe academic anxiety can contribute to burnout, exhaustion, depression, and other mental health concerns, impacting students' overall quality of life and engagement in learning activities. Recognizing and addressing academic anxiety is essential for creating supportive learning environments that promote students' academic success, resilience, and well-being. Educators, counsellors, and stakeholders can implement various strategies and interventions to help students manage academic anxiety effectively, such as stress management techniques, relaxation exercises, cognitive-behavioural therapy, mindfulness practices, and supportive counselling services. By addressing the underlying causes and symptoms of academic anxiety, educators can empower students to navigate academic challenges, build confidence, and cultivate a positive attitude towards learning.

2.3 CONCEPT OF SELF EFFICACY

The concept of Self-efficacy was first given by Bandura in 1977 as “a person’s belief in his/her ability to succeed in specific situations.” In 1986, it was expanded and renamed as Social Cognitive Theory. Disappointment with the principles of behaviourism and psychoanalysis has become the reason for developing this theory.

Self-efficacy refers to an individual’s belief in his or her capacity to perform his or her best. Self-efficacy is the ability to exert control over one’s own motivation, behaviour, and social

environment. If the behaviour of an individual is necessary to achieve specific performance attainment.

2.3.1 DEFINITION OF SELF EFFICACY

According to Kurbanoglu (2009) "Self-efficacy is the confidence one has in doing something and it is the foundation of motivation for just about everything humans do".

According to Cook (2020) "Self-efficacy is the belief that we can achieve influence over the conditions that affect our lives".

2.3.2 KEY ASPECTS OF SELF-EFFICACY INCLUDE:

- **Beliefs in Capability:** Self-efficacy involves individuals' judgments about their personal capabilities to exert control over their actions and behaviors. It reflects their confidence in their ability to execute specific tasks, cope with challenges, and achieve desired outcomes. These beliefs influence how individuals approach goal-setting, problem-solving, decision-making, and perseverance in the face of obstacles.
- **Domain-Specificity:** Self-efficacy beliefs are domain-specific, meaning that they pertain to particular tasks, activities, or situations rather than being generalized across all areas of life. Individuals may exhibit different levels of self-efficacy in various domains, such as academic tasks, social interactions, athletic endeavours, or vocational pursuits, based on their past experiences, skills, and perceived capabilities.
- **Dynamic Nature:** Self-efficacy is not static but can change over time and in different contexts. It is influenced by factors such as mastery experiences (successful performance), vicarious learning (observing others), social persuasion (encouragement or feedback from others), and physiological and emotional states. Positive experiences and feedback can enhance self-efficacy, whereas failures, criticism, or negative feedback can diminish it.
- **Impact on Behaviour and Performance:** Self-efficacy beliefs profoundly influence individuals' motivation, effort, persistence, and performance. High self-efficacy typically leads to greater engagement in tasks, proactive problem-solving strategies, resilience in the face of setbacks, and ultimately, higher levels of achievement. Conversely, low self-

efficacy may result in avoidance behaviours, self-doubt, decreased effort, and diminished performance outcomes.

Self-efficacy beliefs are shaped by various sources of information and experiences, including:

- **Mastery Experiences:** Successful performance and accomplishments in tasks or activities contribute to the development of self-efficacy beliefs. When individuals experience mastery and achieve desired outcomes, they gain confidence in their abilities and are more likely to approach similar tasks with optimism and motivation.
- **Vicarious Learning:** Observing others' successes or failures can influence individuals' self-efficacy beliefs. Witnessing peers, role models, or mentors successfully perform tasks can bolster one's confidence in their own abilities, whereas observing failures or setbacks may lead to doubts and lower self-efficacy.
- **Social Persuasion:** Feedback, encouragement, or praise from others can shape individuals' self-efficacy beliefs. Positive reinforcement and supportive messages can enhance self-efficacy, whereas criticism, negative feedback, or lack of support may undermine it.
- **Physiological and Emotional States:** Physiological arousal, emotional states, and stress levels can affect individuals' perceptions of their capabilities. States of anxiety, fatigue, or discomfort may decrease self-efficacy, whereas feelings of relaxation, confidence, or enthusiasm can enhance it.

Self-efficacy beliefs play a crucial role in various aspects of human functioning, including academic achievement, career performance, health behaviour, and psychological well-being. In educational contexts, high self-efficacy is associated with greater academic motivation, persistence, and achievement, as students with strong beliefs in their capabilities are more likely to set challenging goals, exert effort, and employ effective learning strategies. Conversely, low self-efficacy can hinder academic performance, lead to academic disengagement, and contribute to feelings of helplessness or academic anxiety.

Recognizing the importance of self-efficacy in promoting positive outcomes, educators, counselors, and policymakers can implement strategies to enhance students' self-efficacy beliefs,

such as providing opportunities for mastery experiences, offering constructive feedback and encouragement, fostering supportive learning environments, and teaching self-regulation and coping skills. By nurturing students' confidence in their abilities, educators can empower them to navigate challenges, pursue their goals, and achieve academic success.

2.4 CONCEPT OF SOCIAL SUPPORT

Social support refers to the assistance, encouragement, resources, and emotional sustenance provided by individuals within one's social network. It encompasses various forms of support, including practical assistance, emotional reassurance, informational guidance, and companionship, aimed at addressing individuals' needs, enhancing their well-being, and facilitating adaptive coping with stressors or challenges.

Social support can be categorized into different types based on its nature and function:

- **Instrumental Support:** Tangible assistance, such as financial aid, material resources, or practical help with tasks.
- **Emotional Support:** Expressions of care, empathy, and validation, aimed at providing comfort, reassurance, or a listening ear during times of distress or emotional turmoil.
- **Informational Support:** Guidance, advice, or information provided to help individuals understand situations, make decisions, or solve problems effectively.
- **Appraisal Support:** Feedback, evaluation, or constructive criticism offered to help individuals assess their strengths, weaknesses, or performance objectively.

2.4.1 SOURCES OF SOCIAL SUPPORT:

Social support can originate from various sources within individuals' social networks, including:

- **Family:** Support from family members, such as parents, siblings, or extended relatives, who provide love, care, and guidance.
- **Friends:** Support from peers, classmates, or acquaintances, who offer companionship, camaraderie, and emotional solidarity.

- **Teachers/Mentors:** Support from educators, mentors, or role models, who provide guidance, encouragement, and academic or career advice.
- **Community/Institutional Support:** Support from community organizations, religious groups, or institutional resources, such as counselling services, support groups, or community centres.

2.4.2 FUNCTIONS OF SOCIAL SUPPORT:

Social support serves several functions that contribute to individuals' well-being and adaptation:

- **Buffering Stress:** Social support acts as a buffer against the adverse effects of stressors, helping individuals cope with challenges, adversity, or life transitions.
- **Enhancing Coping Resources:** Social support provides individuals with additional resources, perspectives, or strategies for coping with difficulties or managing stressors effectively.
- **Fostering Resilience:** Supportive relationships promote resilience by bolstering individuals' sense of belonging, self-esteem, and confidence in their ability to overcome obstacles.
- **Facilitating Health and Well-being:** Social support has been linked to various positive health outcomes, including improved mental health, physical well-being, and overall quality of life.
- **Promoting Social Integration:** Supportive relationships contribute to individuals' social connectedness, sense of community, and feelings of belonging, which are essential for psychological and social functioning.
- **Reciprocal Nature:** Social support is often reciprocal, meaning that individuals both give and receive support within their social networks. Engaging in supportive behaviors towards others can strengthen social bonds, foster mutual trust, and enhance the overall resilience and well-being of the community.

Social support plays a vital role in various domains of life, including education, health, work, and personal relationships. In educational contexts, supportive relationships with peers, teachers,

and family members contribute to students' academic success, motivation, and well-being. Positive interactions, encouragement, and assistance from supportive individuals facilitate students' engagement in learning, academic persistence, and emotional resilience in the face of academic challenges.

Recognizing the importance of social support in promoting positive outcomes, educators, counselors, and community stakeholders can implement strategies to enhance social support networks within educational settings, such as fostering a sense of belonging, promoting peer collaboration, facilitating mentoring relationships, and providing access to supportive resources and services. By nurturing supportive environments and relationships, educational institutions can create conditions that promote academic achievement, socio-emotional development and overall well-being.

3. REVIEW OF RELATED LITERATURE:

The review of related literature allows the researcher to familiarize himself with the current knowledge in the field of research he is going to be conducting.

A systematic and well-organized review of the literature consists of a logical and permanent flow of ideas with relevant references having reliable suitable referring styles, proper use of terminologies, and an impartial contextual comprehensive view of the previous research related to the topic.

According to Koul et al. in 1997, “To be well acquainted with the recommendations listed by previous researchers in their studies for further research.”

It follows the following specific purpose:

(i) Knowledge of related literature brings the researcher up-to-date on the work done by other researchers, thus stating the objectives more clearly and concisely.

(ii) The review of related literature provides the researcher with an understanding of the research methodology, which refers to the method of study. It helps the researcher to know the tools and instruments that proved to be useful and promising in previous studies.

(iii) By reviewing the related literature, the researcher can avoid problems that are unfruitful. He can select an area in which a positive finding is very likely to result, and his efforts are likely to contribute to knowledge in a meaningful way.

Keeping in mind the importance of the related literature, a review of studies conducted by different researchers is given below:

Shkullaku (2013) explored "The Relationship between Self-efficacy and Academic Performance in the Context of Gender among Albanian Students." According to the results of the study, there was a significant difference in self-efficacy between male and female participants. There were no differences in academic performance between males and females. A significant relationship was also found between students' self-efficacy and academic performance.

Basak and Ghosh (2014) conducted a study on "Perception of mathematics self-efficacy and achievement of primary school students" and found a significant correlation between self-efficacy perception and mathematics achievement.

Shakir (2014) studied the relationship and effect of academic anxiety on learner academic achievement. Study findings revealed the opposite relationship between learner academic achievement and academic anxiety. Significant differences were found between the academic achievement and of the high- and low-academic-anxiety group of females, between the high-academic-anxiety group of male and female learners, and also between the low-academic group of male and female student.

Mahajan (2015) studied the relationship between secondary school students' academic anxiety and their parental encouragement. The results of this study showed that academic stress was significantly and negatively correlated with parental encouragement. No significant difference was found between male and female secondary school students in academic anxiety. A significant difference was found between government and private secondary school teachers regarding academic anxiety.

Khemka and Rathod (2016) Studied the Academic Anxiety of Secondary School Students in Bangladesh. Results of the study showed that 18.5% of students had low academic anxiety, 75% had average academic anxiety, and about 6.5% had high academic anxiety. Female students were more academically anxious than male students. Boys from government schools had more academic anxiety than those from private schools. Girls in private schools had more academic anxiety than those in government schools.

Azeem (2018) Studied the academic anxiety and academic achievement of secondary school students. The results revealed that no significant difference was observed between male and female students in terms of academic anxiety and academic achievement Furthermore, no significant differences were found in academic achievement and academic anxiety of Muslim and non-Muslim students.

Nimisha and Akhoon (2018) conducted a study to find the level of social support among senior secondary school students. The results of the study revealed that maximum of the senior secondary school students is having average level of family, teacher, peer and online support. There is no significant difference between male and female senior secondary school students in their family, teacher, online and in overall social support, but there is significant difference between male and female senior secondary school students in peer support. Male reported high level of test anxiety as compared to female and female perceived high level of peer support as compared to male senior secondary students. There is no significant difference between government and private senior secondary school students in their perceived family, teacher, peer and social support.

Abdullah and Singh (2019) examined the impact of social support on student engagement of senior secondary school students. the results of the study revealed that significant difference was found among girls and boys of secondary school students with their social support, significant difference was found among government and private secondary school students with their social

support, significant difference was found among girls and boys of secondary school students with their student engagement and also found that no significant difference was found between government and private secondary school students with their student engagement. There is a significant correlation between social support and student engagement of secondary school students. Social support had a significant impact on secondary school student engagement.

Sharma and Shakir (2020) examined to find out the difference in academic anxiety of senior secondary school students in relation to locale (rural and urban) and type of school (government and private). The Results revealed a significant difference in the academic anxiety of senior secondary school students in relation to locale. Urban senior secondary school students have more academic anxiety in comparison to their counterparts. Similarly significant difference is found in the academic anxiety of senior secondary school students in relation to type of school. Senior secondary students studying in private schools have more academic anxiety in comparison to government senior secondary school students.

Teeli (2020) conducted a study on "Effects of anxiety on academic performance among A.P.S University Rewa students." This study revealed that anxiety had a positive effect on the academic performance of university students.

Akhtar and Klaundia (2022) examined social support levels among tribal and non-tribal school students We analyzed the results by means of t-test. The result showed that both tribal and non-tribal school students did not differ significantly in term of social support.

Illavarasi and Premila (2022) The aim of this study was to assess the relationship between high school students' life skills and academic anxiety in relation to gender and type of school. The finding of the study revealed that there is no significant difference in academic anxiety between boys and girls and private and government school students. there is a significant difference in life skills between boys and girls and private and government school students. It is found that students

from private school have better life skills than government school to study also reveals significant highly negative relationship between life skills and academic anxiety.

Ratna et al. (2022) studied "The Role of Academic Self-Efficacy and Social Support in Achieving Academic Flow in Online Learning." The results showed the academic self-efficacy and social support positively and significantly influenced the academic flow of college students during online learning. As a result, an increase in academic self-efficacy and social support is likely to lead to an increase in academic flow, especially during the pandemic period.

Sharma (2022) examined how study habits affect their performance in the classroom. The results of the study revealed that Students' study habits were shown to have a positive and statistically significant relationship with their academic success in secondar y school. Middle and high school students' study habits had a substantial impact on their final grades. This means that secondary school instructors should help students see the importance of excellent study habits and work to cultivate such habits in themselves, while parents should learn to recognize the value of such habits and keep an eye on their children as they acquire them. Academic success is significantly influenced by one's study routine.

Singh and Singh (2022) studied the role of student engagement and gender along with their interaction on learning outcomes in social studies of secondary school students of Punjab. The results revealed that students with high student engagement had better level of learning outcome in social studies than students with low student engagement. There was no significant difference in learning outcome in social studies of secondary school students on the basis of average and high level of student engagement. The secondary school students with average level of student engagement had better level of learning outcome in social studies than students with low level of student engagement. Male students had higher learning outcome in social studies than female secondary school students. Significant main effect of student engagement and significant

main effect of gender are dependent upon each other to explain learning outcome in social studies among secondary school students.

Joseph and Sudesh (2023) studied the relationship between academic stress, adjustment, and social support. Analysis of the study revealed significant relationships between academic stress, academic lifestyle, academic achievement, and social support. The adjustment was categorized into academic lifestyle, academic achievement, and academic motivation. Better adjustment and quality social support systems led to a decrease in academic stress. Multiple regression analysis showed academic lifestyle as a significant predictor of perceived academic stress. The academic motivation was directly proportional to an increase in academic stress.

Sonia and Sharma (2023) examined the social support and to establish its effectiveness relationship with academic achievement and well-being among adolescents. Findings of study revealed that social support acts as a significant predictor of academic achievement among learners; it can positively and significantly predict academic achievement. These findings are based on a well- being analysis separately presented academic achievement at the end of the study.

4. NEED AND SIGNIFICANCE OF THE STUDY

In the context of secondary education, there exists a pressing need to understand the multifaceted factors influencing students' academic success. Academic anxiety, self-efficacy beliefs, and social support networks are three prominent psychological constructs that have been identified as significant predictors of students' learning outcomes. Investigating the interplay between these factors is essential for educators and policymakers to develop targeted interventions that promote positive academic outcomes and foster student well-being.

Academic anxiety represents a pervasive challenge among secondary school students, often hindering their academic performance and overall well-being. By exploring the prevalence and correlates of academic anxiety, this research can provide valuable insights into the factors contributing to students' stress and apprehension. Understanding the specific triggers and

manifestations of academic anxiety can inform the development of strategies to alleviate stressors, cultivate resilience, and create supportive learning environments conducive to academic success.

Self-efficacy beliefs play a crucial role in shaping students' motivation, persistence, and academic achievement. Investigating the relationship between self-efficacy and learning outcomes can help identify effective approaches for bolstering students' confidence in their abilities. By promoting self-efficacy through targeted interventions and support mechanisms, educators can empower students to set ambitious goals, persevere in the face of challenges, and achieve academic success.

Social support networks serve as essential resources for students navigating the complexities of secondary education. Examining the role of social support in relation to learning outcomes can shed light on the mechanisms through which supportive relationships contribute to students' academic success. Understanding how peer, familial, and institutional support networks influence students' well-being and academic performance can inform efforts to cultivate positive school climates, strengthen social connections, and promote a sense of belonging among students.

The findings of this research have significant implications for educational practices and policies aimed at enhancing student outcomes in secondary education. By identifying the factors that contribute to academic success, educators can tailor instructional strategies, support services, and interventions to meet the diverse needs of students. Moreover, policymakers can use evidence from this research to advocate for initiatives that prioritize student well-being, equity, and academic achievement in secondary education settings.

The present research on learning outcomes of secondary school students in relation to academic anxiety, self-efficacy, and social support addresses a critical need in education. By examining the complex interplay between these psychological factors, this research has the potential to inform interventions that promote positive academic outcomes, foster student resilience, and create supportive learning environments conducive to student success. Ultimately, this research contributes to the advancement of educational practices and policies aimed at nurturing the holistic development of secondary school students

5. STATEMENT OF THE PROBLEM:

LEARNING OUTCOMES OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ANXIETY, SELF-EFFICACY AND SOCIAL SUPPORT.

6. OBJECTIVES OF THE STUDY:

The following objectives have been formulated for the present investigation:

1. To study levels of learning outcomes of secondary school students in science and Mathematics.
2. To study the relationship between learning outcomes and academic anxiety of secondary school students.
3. To study the relationship between learning outcomes and self-efficacy of secondary school students.
4. To study the relationship between learning outcomes and social support of secondary school student.
5. To study learning outcomes of secondary school students in relation to their gender and academic anxiety.
6. To study the interactional effect of gender and academic anxiety on learning outcomes (Mathematics and science) of secondary school students.
7. To study learning outcomes of secondary school students in relation to their gender and self-efficacy.
8. To study the interactional effect of gender and self-efficacy on learning outcomes (Mathematics and Science) of secondary school students.
9. To study learning outcomes of secondary school student in relation to their gender and social support .
10. To study the interactional effect of gender and social support on learning outcomes (Mathematics and science) of secondary school students.
11. To study the interactional effect of Academic anxiety and self-efficacy on learning outcomes (Mathematics and science) of secondary school students.

12. To study the interactional effect of Academic anxiety and social support on learning outcomes (Mathematics and Science) of secondary school students.
13. To study the interactional effect of self-efficacy and social support on learning outcomes (Mathematics and Science) of secondary school students.

7. HYPOTHESES OF THE STUDY

1. There will be no significant relationship between learning outcomes and academic anxiety of secondary school students.
2. There will be no significant relationship between learning outcomes and self-efficacy of secondary school students.
3. There will be no significant relationship between learning outcomes and social support of secondary school students.
4. There will be no significant differences in learning outcomes of secondary school students in relation to their gender and academic anxiety.
5. There will be no significant interactional effect of gender and academic anxiety on learning outcomes of secondary school students.
6. There will be no significant differences in learning outcomes of secondary school students in relation to their gender and self-efficacy.
7. There will be no significant interactional effect of gender and self-efficacy on learning outcomes of secondary school students.
8. There will be no significant differences in learning outcomes of secondary school students in relation to their gender and social-support.
9. There will be no significant interactional effect of gender and social-support on learning outcomes of secondary school students.
10. There will be no significant interactional effect of academic anxiety and self-efficacy on learning outcomes of secondary school students.
11. There will be no significant interactional effect of academic anxiety and social support on learning outcomes of secondary school students.

12. There will be no significant interactional effect of self-efficacy and social support on learning outcomes of secondary school students.

8. DELIMITATIONS OF THE STUDY

The present study will be delimited in its scope to following feature:

i) The study will be confined to four districts (i.e. Hamirpur, Bilaspur, Mandi and Kullu) of Himachal Pradesh only.

ii) The study will be confined to 9^{th} class students studying in government schools affiliated to Himachal Pradesh Board of School Education only.

iii) The present study will be confined to academic anxiety, self-efficacy social support as independent variables only.

9. METHODOLOGY

9.1 RESEARCH METHOD TO BE USED

Method

The purpose of the present study is to investigate the learning outcomes of secondary school students in relation to their academic anxiety, self-efficacy and social support. To achieve the objectives of the study descriptive survey method of research will be used.

9.2 SAMPLING

9.2.1 Population: In the present study, the total students of 9^{th} class studying in Government secondary schools affiliated to Himachal Pradesh Board of School Education Dharamshala will be the population of present study.

9.2.2 Sample: In the present study multistage sampling technique will be employed.

Phase-1: There are twelve districts in the state of Himachal Pradesh which is subdivided in to three administrative divisions namely Mandi, Shimla and Dharamshala. The investigator will select division Mandi for the present study. Mandi division is comprising of five districts namely Bilaspur, Hamirpur, Mandi, Kullu, and Lahul & Spiti.

Phase-2: In the second phase the researcher will select four districts on the basis of literacy rate (Two Districts i.e. Hamirpur and Bilaspur from high literacy rate and Two Districts i.e. Mandi and Kullu from Low literacy rate accordingly) among all five districts of Mandi division. The educational blocks of Mandi, Kullu, Bilaspur and Hamirpur are 23, 06, 05 and 06 respectively. Out of which investigator will select Six educational blocks from Mandi and One educational block from each Hamirpur, Bilaspur and Kullu district randomly. In the sampled educational blocks of district Mandi, Kullu, Bilaspur and Hamirpur the investigator will select 10 government schools from each selected educational block. further investigator will select 20 students from each selected school randomly by odd-even method.

9.3 RESEARCH TOOL TO BE USED

Following tools will be used to conduct the present study:

i) Criterion Referenced Achievement Test: Criterion Reference Achievement Test (CRT) for 9^{th} class students will be constructed by researcher herself in the subject of Science and Mathematics.

ii) Academic Anxiety Scale for Children by A.K Singh and Sen Gupta (2010)

iii) Self Efficacy Scale by Mathur and Bhatnagar (2012).

iv) Social Support Scale by Dhull and Godara (2015).

10. VARIABLES OF THE STUDY

Variable is the characteristics of an individual group and environment that is in the interest of the research study. Variables are the condition of characteristics that are observed, controlled and manipulated by the research scholar. Variables are the necessary requisite for any worthwhile research for the purpose of comparison.

In the present investigation, the following variables will be considered as dependent and independent variables.

Dependent variable:

i) Learning outcomes

Independent variables:

i) Academic anxiety

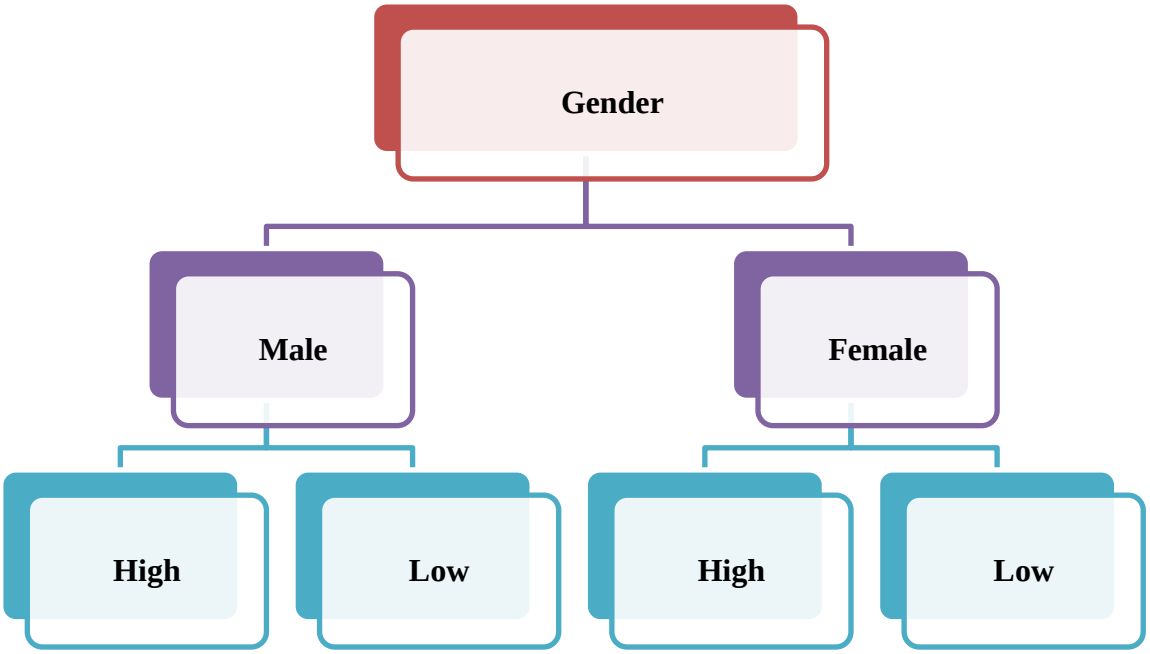
ii) Self efficacy

iii) Social Support

12. RESEARCH DESIGN OF THE STUDY:

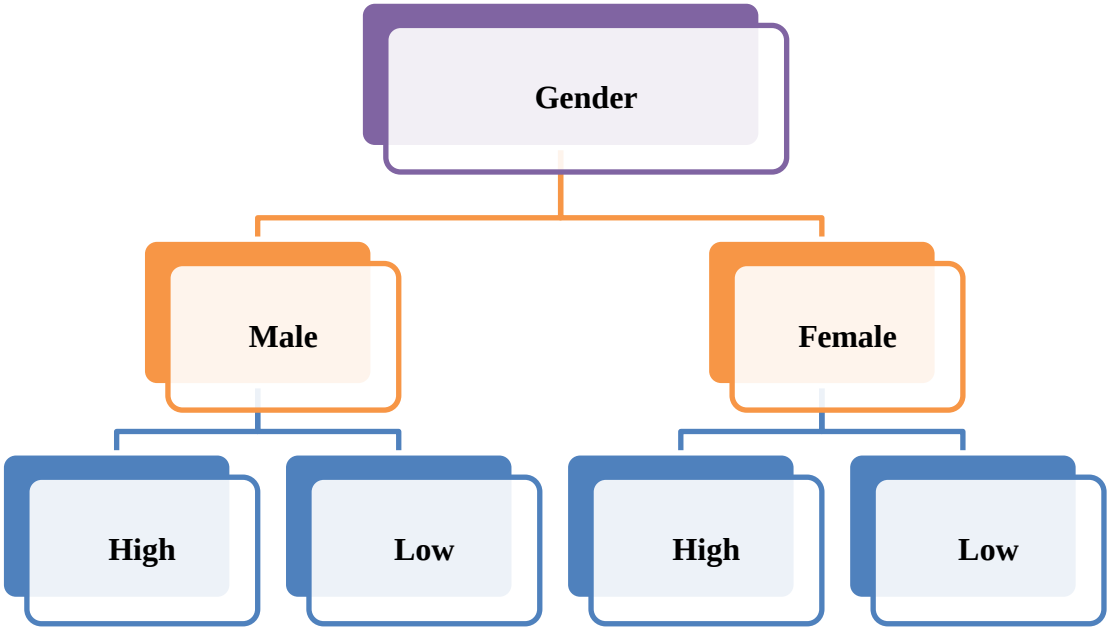
Gender X Levels of Academic Anxiety

(2x2 factorial Design)



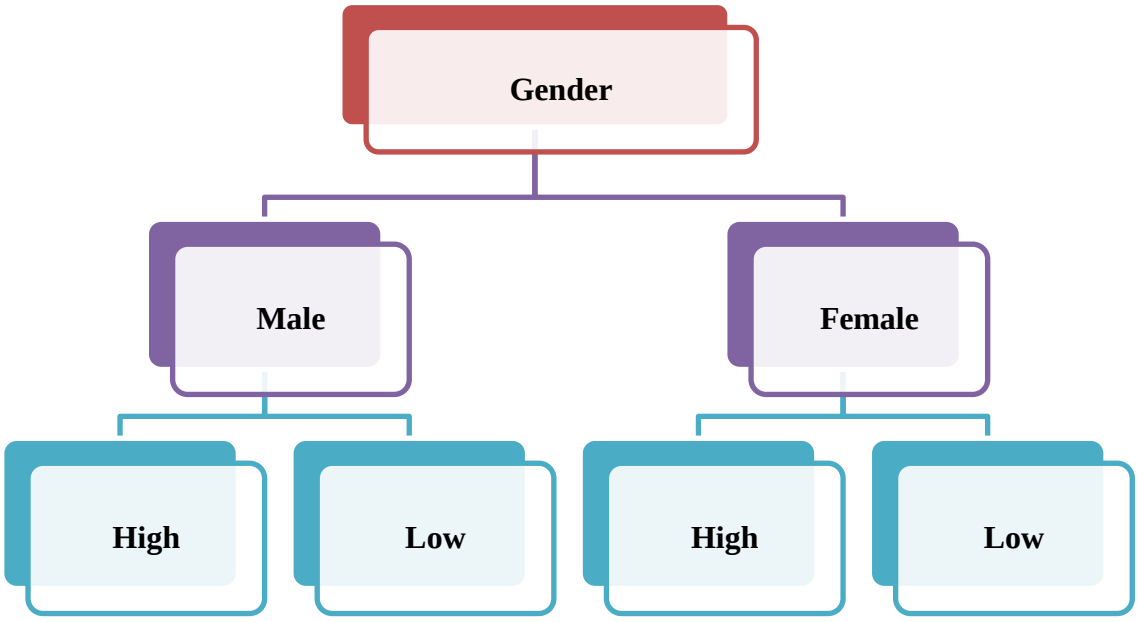
Gender X Self Efficacy

(2x2 factorial Design)



Gender X Social Support

(2x2 factorial Design)



14. STATISTICAL TECHNIQUES TO BE EMPLOYED

For achieving the objectives of the present study following statistical techniques will be used:

1. Descriptive statistics
2. Correlation (Pearson-R)
3. Analysis of Variance (Two-way ANOVA)

In order to study the nature of distribution of Learning Outcomes scores of secondary school students, descriptive statistics like mean, median, mode, S.D., Q.D., skewness and kurtosis will be calculated. For studying the relationship between academic anxiety, self-efficacy and social support the correlation of Karl Pearson will be employed and, for studying the gender-wise significance of the difference in the Learning Outcome scores of secondary school students, t-test will be used. Further for finding out the main effects of gender, academic anxiety, self-efficacy and social support along with their multiple interactional effect on learning outcomes of secondary school students, the statistical technique of analysis of variance (two- way ANOVA) will be employed.

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